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Midland: A Positive Community by Design

Miles Bukiet

University of Pennsylvania, milesbukiet@gmail.com

Christine L. Moriarty

University of Pennsylvania, christinemoriarty@gmail.com

Elizabeth Weight

University of Pennsylvania, elizabeth.weight@gmail.com

Kathryn Wessling

University of Pennsylvania, conjointclass@gmail.com

Katie Wittekind

University of Pennsylvania, kwitte@sas.upenn.edu

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Abstract

This community project aims to improve the well-being of those who live and work in Midland, Michigan by improving the quality of relationships in the community. We use the galvanizing framework of a campaign which focuses on creating high quality connections in the community for everyone and to end loneliness (Project Zero: Nobody with Nobody). Using a multi-phase implementation plan, this campaign begins with the creation of a wellbeing committee and three micro-interventions: goal mapping, a psychological safety exercise, and one-on-one discussions called “Local Cafes.” These interventions draw on the power of high quality connections and positive emotions to support sustainable and positive community change. Each intervention has a step-by-step guide included for ease of application. From these initial interventions, we recommend that World Café discussions be held in the community which would eventually inform an Appreciative Inquiry Summit with the entire community. We hope that this process can be used not only as template for Midland but for other communities around the world who want to enhance the quality of their relationships.

Keywords

positive psychology, community, well-being, high quality connections, broaden and build, goal mapping, psychological safety, world cafe

Disciplines

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Miles Bukiet, Christine Moriarty, Elizabeth Weight, Kathryn Wessling, Katie Wittekind

University of Pennsylvania

A Positive Psychology Service Learning Project Submitted

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Master of Applied Positive Psychology

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Miles Bukiet, Christine Moriarty, Elizabeth Weight, Kathryn Wessling, Katie Wittekind

Service Learning Project Project
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TABLE OF CONTENTS

THE CITY OF MIDLAND SERVICE LEARNING PROJECT	5
SITUATION ANALYSIS.....	6
RESEARCH BASE.....	7
IMPORTANCE OF SOCIAL SUPPORT	8
HIGH QUALITY CONNECTIONS	9
BROADEN AND BUILD	10
INTERVENTIONS TO SUPPORT COLLABORATION.....	11
GOAL MAPPING.....	12
PSYCHOLOGICAL SAFETY TOOLKIT.....	12
WORLD CAFE	13
APPLICATION PLAN	16
PHASE ONE	17
PHASE TWO	17
PHASE THREE.....	19
PHASE FOUR.....	20
PHASE FIVE.....	22
CONCLUSION	23
REFERENCES	24
APPENDIX A.....	30
APPENDIX B.....	33
APPENDIX C.....	34
APPENDIX D.....	40
APPENDIX E.....	41
APPENDIX F	43
APPENDIX G	45

TABLE OF CONTENTS CONTINUED

APPENDIX H 48

APPENDIX I..... 50

APPENDIX J 51

APPENDIX K 52

APPENDIX L 53

The City of Midland Service Learning Project

A small team of city government leaders of Midland, Michigan, partnered with students of the Masters of Applied Positive Psychology (MAPP) program at the University of Pennsylvania to find a way to integrate positive psychology into the social fabric of Midland. Positive psychology, the study of various approaches to well-being, including positive emotions, engagement, relationships, meaning and achievement, (Seligman, 2010) has been a field of interest for Midland for the last few years. While much of the work in positive psychology has focused on interventions for individuals, since its inception, positive psychology has also been concerned with communities and organizations (Seligman & Csikszentmihalyi, 2000). This makes Midland an excellent place to explore the potential impact of positive psychology at the community and organizational levels.

Midland defined positive community engagement as a core aspiration. In response to this aspiration, we propose uniting and galvanizing the community by branding a variety of high quality connection initiatives under the rubric of “Project Zero: Nobody with Nobody.” Project Zero, ostensibly a campaign to end loneliness, is based on applying interventions that seek to increase positive emotions in interactions, thus broadening and building individual and collective social capital. We further propose using psychological safety exercises and goal mapping as well as local and world café discussions to strengthen relationships and collaborations within Midland. Our phased application plan starts at the committee level, then targets the graduates of the positive psychology training which is currently underway, and finally moves into progressively larger organizational and community settings. This is a model for how Midland, and other similar small cities can strengthen and improve the quality of the relationships that compose their communities. An analysis of Midland’s current demographics, initiatives, and

socioeconomic standing informed the research base and the following interventions that we recommend.

Situation Analysis

Midland County is the home to over 83,500 individuals in central Michigan (U.S. Census Bureau, 2017). The city of Midland (located within Midland County) is a small municipality of about 42,000 people. Midland is the long-time home of Dow Chemical and Dow Corning, which merged with DuPont in 2017. Dow is the top employer in Midland with more than 5,000 employees on the payroll (Vanhulle, 2017). In July 2017, Dow unveiled a new \$100 million corporate center in Midland, which is scheduled for completion by the end of 2018. This may offer an opportunity for the City to capitalize on Dow's business investment to enhance well-being within the community (M. Donker, personal communication, January 26, 2018).

The Midland area community, which includes Midland City and surrounding communities within Midland County, has identified clear goals to improve prosperity and economic development (Midland Area Community Foundation, 2014). Beginning in 2014, the Midland Community Success Panel and Midland Area Community Foundation (MACF) worked with community members to develop nine key performance areas for the region; the Success Panel subsequently created four focus areas with correlating performance metrics and action plans: building our livelihood; developing our talent; caring for our people; and enriching our community (MACF, 2014).

The primary point of contact from Midland is Mayor Maureen Donker, who has been in office since 2009. She has worked to create positive changes in Midland, especially focusing on social connection (M. Donker, personal communication, January 26, 2018). For example, Midland City created the Good Neighbor Program with the intention to create stronger

relationships among community members. While the program inspired enthusiasm early on, it has not sustained its initial momentum (M. Donker, personal communication, January 26, 2018).

The effort to better integrate positive psychology practices in the community goes beyond Mayor Donker. Through a current six-month training, generously supported by over a hundred thousand dollars of investment, 39 members of various government, business, healthcare, and non-profit organizations have come together to learn more about positive psychology through the Certificate in Applied Positive Psychology (CAPP) program. Of these participants, 30 received funding to take this course, and in return, have pledged to spend a year trying to implement initiatives for greater well-being in their community. This group of 30 has been designated the Midland Wellbeing Committee (MWBC) which is a subgroup of the Community Success Panel.

We are specifically working to help the MWBC members to sustain their efforts beyond the six month CAPP training program. Our direct “client team” included six representatives from various groups and jurisdictions: the mayor; the city manager at the City of Midland; administrator and controller at Midland County; executive director of the MACF; executive director of the ROCK Foundation, a teen development organization; and a public school teacher who is also a graduate of the MAPP program. For the purposes of this service learning project, the client team stated the desire for cohesive effort among CAPP participants and other positive psychology proponents in the community. (M. Donker, personal communication, January 26, 2018).

Research Base

We seek to help Midland’s residents find better ways to collaborate. We will foster both the power of positive emotions which broaden and build personal and interpersonal resources, and high quality connections. In doing so, we recommend that Midland form a community-wide

initiative called “Project Zero,” an effort to reduce loneliness in the community and improve high quality connections for everyone. The MWBC and community members must collaborate to make this initiative successful, and thus, we also focus on interventions that will help that collaborative process thrive. We next outline the evidence-based research which informs our recommendations.

The Importance of Social Support

Our service-site client team strongly values community and strengthening ties amongst the residents of Midland. The municipality has thus far demonstrated this aim by securing grant funding for 30 members of the community to complete the CAPP training and working with the University of Pennsylvania on service projects to improve Midland community well-being.¹ Building on this strength further, the Midland client team went through a process of ideation and concept selection with us (details in Appendices A - D). They dared to dream big wanting to focus on high quality connections and decreasing loneliness in the community through a project called “Project Zero: Nobody with Nobody.”

In a seminal paper on loneliness, McPherson, Smith-Lovin, and Brashears (2006) revealed that the number of people who had no one with whom to confide in had tripled between 1985 and 2004. This so called “epidemic of loneliness” points to changing social, technological, and demographic trends that have left more and more people feeling lonely. Increasing evidence suggests that not only does this create negative psychological states, but that it even threatens physiological health, causing negative effects on the cardiovascular, immune, and nervous systems (Miller, 2011). Furthermore, perceived loneliness increases a person’s likelihood of early mortality by almost 30% (Holt-Lunstad, Smith, Baker, Harris, & Stephenson, 2015). The

¹ In total, 39 members of Midland are participating in the CAPP training. Of this total, 30 received grant funding to participate with the understanding that they would work together for a year post-CAPP to collectively improve Midland’s wellbeing.

epidemiological notion of loneliness presents a stark and important issue. In our ideation process, Project Zero was voted unanimously by the Midland client team as a project they were excited to see enacted.

There is no silver bullet for combating loneliness. One meta-analysis compared social skills, social support, increased opportunities for social interaction, and addressing deficits in social cognition to see which method most effectively addresses loneliness (Masi, Chen, Hawkley, & Cacioppo, 2011). Cognitive behavioral therapy in social cognition was shown to be the most effective approach, however, all approaches had a positive impact. In particular, we will hone in on interventions that can support high quality connections and psychological safety that will not only address loneliness but also simultaneously improve the well-being of all involved. The broaden and build theory leads us to consider the importance of cultivating positive emotions not just in ourselves, but also in collaborative community efforts.

High Quality Connections

High quality connections (HQC) are the small interactions between individuals that signal mutual engagement and an uplifted, positive subjective experience (Dutton, 2003). When a person has a HQC, they feel genuinely acknowledged. HQCs can occur even between those who do not have a shared history; and as such, apply well to the context of the Midland CAPP participants, who may be collaborating with different community members or each other for the first time. They also serve to positively fortify the daily experiences of all community members.

Our social experiences affect our emotions, behaviors, and cognitions as we interrelate with one another (Stephens, Heaphy, & Dutton, 2011). An essential element to high-functioning groups, albeit at the organizational or community level, is energy, herein referred to as the limited but renewable capacity for action and engagement (Dutton, 2003). HQCs are energizing

by way of signaling mutual awareness, positive regard, active engagement, and trust (Stephens et al., 2011). Trust manifests when individuals are able to reliably predict one another's behaviors with confidence in their intention (Dutton, 2003). As such, trust is a self-perpetuating mechanism that increases with use. Dutton (2003) proposes that a deliberate way to build trust is through self-disclosures of vulnerabilities (such as through the psychology safety exercise described below), which, in turn, frees people to be their authentic selves.

Not only do HQCs amplify individual well-being, they have been shown to increase employee aptitude for connection, adaptivity, and learning (Dutton, 2003). Examples of activities that are conducive to HQCs include, *task-enabling*, or the interpersonal empowerment of completing job functions, and play (Stephens, Heaphy, & Dutton, 2011). Humor, as an extension of play, is a great tool for inciting connection, as well as reducing stress and monotony.

Team leaders often have to overcome the general preference of their team members to work independently, not giving nor seeking help from their peers. The emotional contagion of HQCs positively influences group dynamics (Dutton, 2003; Schoenewolf, 1990). The research showing that HQCs energize and enhance our experiences supports their application in the collaborative community efforts that will be undertaken by the MWBC. From a community standpoint, our social experiences affect our emotions, behaviors, and cognitions as we interrelate with one another (Stephens, Heaphy, & Dutton, 2011). A focus on HQC in a community intervention can help to connect citizens to one another, despite a lack of shared history. HQC's promote affirmation, encouraging more people to opt-in to authentic connection.

Broaden and Build

Creating and reinforcing positive emotions has important and beneficial effects on cognition and action, both immediately and overtime (Fredrickson, 2001). Ashby, Isen, and Turken (1999) propose a mechanism by which positive emotions support novel thought and action patterns. Emotions such as joy, interest, and love versus emotions like fear, anger and boredom create novel actions, social connections, and thoughts. Overtime, many small positive emotions accrue, helping people to develop enduring intellectual, psychological, and social resources (Fredrickson, 1998). These emotions are not just indicators of well-being, but help produce well-being, leading to flourishing and buffering against negative states such as depression and anxiety (Cohn, Fredrickson, Brown, Mikels, & Conway, 2009). Positive emotions are not only good in the moment, they are good long-term. The *broaden and build* theory refers to broadening momentary thought-action options, and building long lasting personal psychological resources (Fredrickson, 2001).

People tend to experience a self-reinforcing pattern of positivity, and thus, positive and negative emotions tend to spiral (Fredrickson & Joiner, 2002). Positive and negative spirals occur at the group level amongst teams as well as at the individual level. Below, we describe a goal mapping exercise, a psychological safety intervention, and the World Cafe concept as methods for increasing positive emotional spirals, HQCs, and positive collaboration in teams, organizations, and communities.

Interventions to Support Positive Collaboration

As change at all levels of the community involves all community stakeholders, we lay out a series of interventions that intend to strengthen the collaborative processes necessary for radical transformation. We propose a series of interventions that together work synergistically with one another to improve the quality of relationships in Midland. Each of these interventions

could be applied alone, but together, we hope, they will mutually reinforce and enhance one another creating a powerful net effect. To assist with positive collaboration amongst those charged in the Midland community (e.g., non-profit leaders, government representatives, business leaders) to lead the positive change, we suggest that these multiple stakeholders do a goal mapping exercise to kick off their planning.

Goal Mapping

Goal mapping, the process of making all the various goals of a given group of collaborators, improves team, organizational, and community-wide collaboration (Bryson, Ackermann, & Eden, 2016). By mapping out the goals of each member, the group can explicitly identify the shared, conflicting, and personal goals of the collaboration. Through a three step exercise and following discussions, groups can more effectively collaborate (see Appendix F for exercise instructions). While goal mapping can be used for any collaborative endeavor, we recommend that the MWBC who will be spearheading the Project Zero initiative begin their work together with the proposed goal mapping exercise.

The mapping of each member's goals (i.e., their own personal organizational goals and shared goals) in a cross-sector community effort is important for healthy collaboration (Bryson et al., 2016). However, it is crucial that individual goals not be sacrificed for the shared goals of the group. Recognizing that individual members are representing a larger organization's aims leads to much stronger and more positive collaborations. Therefore, we recommend that Midland use a goal mapping intervention, firstly with those in the CAPP training program to create an opportunity to broaden possibilities of community application of positive psychology, and build upon a positive team environment.

Psychological Safety Exercise

Psychological safety, the shared sense that team members can take interpersonal risk, is a vital aspect to healthy, group dynamics that stretch beyond the individual (Edmondson, 1999). In their extensive research, Google found that more than anything else, psychological safety was the largest driver of team success (Duhigg, 2016). It is also extremely important when there is a diversity of members (e.g., demographically, in expertise, status, organizationally, geographically) as heterogeneity can create greater conflict and performance impairment. Psychological safety is one antidote to this issue, allowing collaborations to benefit from diverse views (Edmondson & Roloff, 2009). The good news is that psychological safety can be intentionally created in a team and can be periodically measured (Delizonna, 2017; Edmondson, 1999). Appendix L includes the psychological safety measurements and Appendix E proposes a step-by-step exercise for establishing greater psychological safety with others. We recommend that the MWBC do this exercise as a group when they begin their committee work after graduating from CAPP. However, the proposed exercise would also work in other social contexts including organizations and neighborhoods. As it pertains to Midland, we recommend that a psychological safety exercise be done in neighborhoods to facilitate greater connection and a willingness to engage more deeply with others. The exercise gets at the heart of real belonging, even for those who do not outwardly present as social and connected. Further, it is a great tool for identifying who is lonely in one's community if one is vulnerable and participates fully.²

World Café

The World Café (WC) process is a collaborative method within the realm of appreciative inquiry that convenes all stakeholders to contribute valuable insights to the collaborative process,

² Typically when this exercise is implemented, the background of psychological safety, its effectiveness, and the term itself are not mentioned until the debrief, as “psychological safety” is unlikely to attract individuals. Thus, we recommend that neighborhoods devise a community gathering, promoting it to the unique individuals whom you are trying to target to participate, and present the exercise as a warm-up or game.

holding that all constituents should be included in co-constructing the reality of an institution. Appreciative inquiry takes the view that we live in the worlds that our questions create (Cooperrider, Barrett, & Strivastva, 1995). This means that administering a community survey, employing a strategic initiative (e.g., the Midland Community Success Panel), or facilitating a conversation about belonging each in and of themselves influence the culture of the community. World Cafe is built on what diverse members of the community have to contribute and explicitly poses a number of questions. The appreciative inquiry concept of simultaneity indicates that even in asking and answering questions change happens and that this change manifests in vision, anticipation, and positive emotions, which in turn generate change.

AI gatherings can vary in size from a dyad discussion (this type of discussion is referred to within this document as a Local Cafe), small group discussions (e.g. World Cafe), or a very large gathering with all stakeholders called an AI Summit (Cooperrider, 2012). The scale of the AI summit is intended to aim towards complete representation and inclusion towards change, and stands for recognizing and affirming each constituent. It opposes the typical approach of diagnosing a problem and band-aiding a solution. Starting with a method of inquiry that asks what a community's strengths are can spark the approach and positivity spiral that Midland is striving to achieve when involving their citizens in this process.

WC hinges on the concept of "leaderful" citizenship in communities. Raelin (2003) describes WC as collaborative, compassionate, and collective. In a WC every opinion holds value and all members of the body are expected to actively contribute and participate. A central tenet is continual learning and the exchange of knowledge and wisdom among all stakeholders. While this concept resonates broadly, and research shows better more diverse outcomes (Inman & Thompson, 2013), implementation of sincerely inclusive collaboration can be challenging.

Successful implementation relies upon five main factors rooted in Appreciative Inquiry: start with strengths; pre-frame with a powerful and clear big-picture task; embrace radically different options; foster design-thinking; make the strengths a macromanagement principle across sectors (Cooperrider, 2012). We recommend that Midland utilize a cascade approach, starting with Local Cafes (see Appendices H and I for further detail and implementation instructions) then, once comfortable with the format, expanding to WC and, potentially, an AI Summit.

The WC method encourages shared investment in transformational change, generates “radical participation,” and facilitates rapid cross-pollination of ideas (Steier, Brown, & Mesquita da Silva, 2015). This approach assumes that members of the group know best; value is placed on first-hand comprehension of distinctive issues and circumstances impacting the community (Greenwood & Levin, 2006). This is a significant departure from more traditional leadership-knows-best approaches. One of the greatest benefits of this process is its scalability; WC conversations offer the advantages of intimate conversation along with the benefits of diverse experience and perspectives. See Appendix G for more details on the components of a successful WC intervention.

The WC approach can be facilitated by a trained and certified professional; however, a substantial toolkit of resources is available online (links and instructive one-page handout included in Appendix J) for self-conducted implementation. This approach is also useful in relatively smaller settings, for example among the MWBC. We refer to dyad and small group applications of the WC method as Local Cafes.

Goal mapping and increased psychological safety meet Midland’s request for interventions that can support a deepened sense of community. Framing these interventions both

as positive in and of themselves and as helpful in the context of Project Zero will help generate increased momentum and urgency for action in Midland. Midland can further strengthen its collaborative ability through intentional efforts at building more trusting engagements and more positive emotions through HQCs, goal mapping, psychology safety, and the World Cafe. At the most basic level, the MWBC will be able to sustain their positive collaboration with each other after they have completed their CAPP training. Furthermore, they will be able to deliberately practice forming healthy and vibrant collaborations within the city. Below we offer a phased approach for the MWBC to apply our recommendations to themselves, their neighborhoods, and the community at-large.

Application Plan

We are recommending an integrative application plan using the *Campaign to End Loneliness* (Broome, 2015) and Appreciative Inquiry (AI) as guidance. While the overall community project is called “Project Zero,” we have outlined several interventions for how Midland can best discern how to approach the big goal of creating more belonging in Midland. Phases one through four align with the 4D process of AI which nicely lays the foundation for a larger AI summit recommend in phase five.

Phase one focuses on experiential learning with positive psychology interventions within the MWBC once CAPP is complete and the members begin operating on their own. This includes the psychological safety, goal mapping, Local Cafe, and WC exercises referenced earlier. (Instructions for each of these can be found in Appendices E, F, and H).

Phase two involves the MWBC members engaging the community using the Local Cafe approach to discover what the current landscape of belonging is in Midland while also daring to dream big regarding what belonging might look like.

In phase three, feedback is collected from Local Cafe interactions, and belonging interventions are designed to increase belonging. Note, we are not recommending detailed interventions for specific neighborhoods of Midland but are recommending a process for engaging the community, so specific neighborhoods can create and design their own interventions for improving connection and belonging.

Phase four involves implementing designed interventions and measuring these small-scale neighborhood interventions, and finally, phase 5, involves Midland launching a community-wide Appreciative Inquiry intervention. The five-phase approach is summarized in Appendix K.

Phase One

Start with experiential learning of the MWBC by having the group complete the goal mapping exercise, the psychological safety exercise, and Local Cafe intervention. A goal of phase one is for MWBC to define the unique goals of each committee member as they represent many different sectors of the Midland community. Clearly defining goals at this stage is an important step that precedes the process of discovering the current landscape of belonging in Midland, creating a shared vision for the future, designing interventions for belonging, and then implementing interventions for belonging (Cooperrider, 2012). A secondary goal of phase one is for MWBC to engage in experiential learning so they have familiarity with each intervention before it is used in the community. See Appendix F for details on how to carry out a goal mapping exercise as a group. See Appendix E for the psychological safety exercise instructions. See Appendix H for the steps of a Local Cafe intervention and Appendices G, I, and J for additional resources.

Phase Two

Once the committee has experienced goal mapping, psychological safety, and Local Cafe, we recommend a “cascade approach” in which the members branch out and administer the psychological safety exercise and Local Cafe approach in their organizations and neighborhoods spreading the experiences broadly through the community and in turn empowering others to do so as well. The psychological safety intervention creates a safe environment for all participants in the Local Cafe to discuss belonging in Midland. The Local Cafe is a small gathering of two to eight people who gather around a topic of choice, in this case a question of what it means to belong in Midland. In the Local Café, they may be asked to share a story about a time they felt they belonging in Midland as a way to discover the current landscape of belonging. They may then be asked to dream of how they might increase belonging in Midland based on what they discovered (See questions in Appendix I). Each participant is then asked if they would like to host a Local Cafe meeting on belonging which creates a cascade approach.

The goal is for one or more members of the originating group to host another Local Cafe with a new group; then one or more members of the second group would host a Local Cafe with yet another new group. A cascade approach eliminates the need for expensive focus group facilitators and depends on volunteers to continue the work of collecting feedback on belonging. Since both of the exercises are transformational and easy to do, members are often motivated to carry on the good feelings of the intervention (D. Cooperrider, personal communication, March 21, 2018).

The beginning of this phase is an ideal time to take pre-measurements. The MWBC recently launched a wellbeing survey which included questions about where they felt belonging in the community and where they wish that they had a greater sense of belonging. While the responses to these questions will serve as a pre-intervention measurement of the prevalence of

loneliness, we recommend additional measures in future surveys (see Appendix K) as the current wellbeing survey does not specifically address loneliness or one's level of engagement. We also recommend that Midland identify where loneliness may be most prevalent in the community. Next, Midland can create a heat map based on the risk factors of loneliness using data collected from the County Health Department and census data. This data can be overlaid on a map to identify loneliness risk hot spots. Poor health, smaller household size, and being divorced or separated is associated with an increased risk of loneliness (Age UK, 2016). It is not advised to use age as a risk factor since recent data indicates that loneliness is prevalent in youth populations as well as elderly populations (McPherson et al., 2006). The *Campaign for Ending Loneliness* recommends cross-checking the data with the local experience of volunteers and partner organizations (fire department, social services, school counselors, medical providers, etc.) when creating the heat map (Broome, 2015).

Phase Three

Co-create belonging interventions with neighborhoods after reviewing the feedback collected from the Local Cafes. The WC can be used to identify where the community is doing well with belonging and how they could expand these connections to more people and in deeper ways within their specific community. The WC is delineated from the Local Cafe in that the WC method is specifically designed to collect input from many individuals, for example in a local government public meeting, using a format that feels more comfortable and intimate. In this case, a diverse range of community members, who may not live in the same neighborhoods, would be invited to co-create interventions based on information collected in phase two.

Co-creation is an important step in creating community programs so that unique needs are met and well utilized (Broome, 2015). Once hotspot neighborhoods are identified, we

recommend collaborating on Project Zero in community wide discussions by inviting community members to a collaborative planning session using the WC method. This approach would look at what social support systems already exist in the community, where deep connections are already being made, and how that could be broadened and built upon. The focus topic of the collaboration session should be on creating a greater sense of connection and belonging in the Midland community (see Appendix I for an example of the topic and related questions). This process will guide the development and implementation plan for unique interventions to meet the needs of each neighborhood. The MWBC could contract with a trainer in the WC method to provide a training program for volunteers who would lead the neighborhood Local Cafe talks. This train the trainer model has been successful when implementing well-being into education settings (Adler, 2016).

Phase Four

Prototype the community designed intervention. Research suggests that parallel prototyping produces better results and greater self-efficacy with the intervention design team (Dow, Glassco, Kass, Schwarz, Schwartz, & Klemmer, 2012). For example, trying slightly different prototypes in different settings or trying out interventions with a few neighborhoods at a time will allow for learning to happen across neighborhoods. For implementation, we recommend creation of a cycling volunteer opportunity where members of the community can engage in Project Zero interventions and service users become volunteers to give back (Jopling, 2015). Volunteering methods positively impact the well-being and loneliness of both the volunteer and the end user (Jopling, 2015). There are community, group, and individual based interventions recommended below as a starting point for collaboration with neighborhoods. Ideas for interventions based on case studies include:

1. Group Based: Use knowledge gained from the neighborhood Local Cafes and create a class on learning an identified desirable skill, create a social game club, or support group.
2. Community Based: Create recorded webinar from past MAPP grads or CAPP grads on HQCs and psychological safety for free distribution to community members to empower community members with knowledge on how to create quality relationships with all they encounter in the community to create a sense of belonging. Doing so will create a common language around these interventions, helping to support interpersonal connections and the interventions themselves.
3. Community Based: Combine nursing homes with preschools to increase the social interaction for nursing home residents. Increased social interaction is linked with decreased loneliness, delayed mental decline, and reduced risk of disease and death (Chang, Wray, & Lin, 2014).
4. Individual Based: Use existing Midland community services for Project Zero. The “professors” of Community Listens in Midland are trained to provide communication skills in a three day class format that could be taught to Project Zero volunteers (Our Community Listens, 2016). The volunteer could then be partnered with a participant in the community as a buddy or mentor. A beneficial aspect of the volunteer program approach is that it provides a one-on-one setting in which the individual needs are more likely to be acknowledged, leading to a more effective intervention (Jopling, 2015).

We recommend a post Local Cafe survey delivered at the time of the intervention to assess if the goal and delivery of the intervention was received as intended. It is best to use a 5-point Likert Scale so that a numerical value can be assigned to answers given for quantitative

measurement (Goodman, Wrigley, Silversides, & Venus-Balgobin, 2015). The MWBC will need to develop a process to gather that data within the individual neighborhoods.

Phase Five

In phase five we address how to sustain a Midland community culture which values HQCs through a community-wide intervention. To do this, we recommend launching an Appreciative In Summit for the entire community. The big question for Midland is how to sustain and expand the cultural community change and eliminating loneliness. To answer this, we lean heavily on the research in organizational change. Despite the assumption that many obstacles to change exist in external factors, a survey of over 500 people in an organization exposed some of the common internal obstacles to change (Hoag, Ritschard, & Cooper, 2002). Leadership lacking a vision for the future, disagreement among leadership about goals for future, top down internal systems, and cultural aspects were some of the identified obstacles for sustainable change. The goal mapping exercise done within the MWBC aligns goals, but this exercise can be repeated once more when stakeholders are included in the process.

The right culture is vital, as certain cultural norms prove to be either supportive or disabling to the process of change. In this context, *culture* refers to the shared beliefs and assumptions often learned through group experience (Hoag et al., 2002). Uncertainty of outcomes, for example, is known to lead to anxiety and may result from a lack of common vision and goals (Hoag et al., 2002). Therefore, one way to improve the sustainability of a change movement within an organization or community is to develop a clear shared vision for the future in an inclusive and collaborative way. This is best accomplished with the entire community is involved (Fry & Kaplan, 2006). A predisposition to the status quo may also serve as a resisting factor to change, and may be partially due to a belief that if change is needed then someone led

the group astray and therefore is to blame for guiding down the “wrong” path (Hoag et al., 2002).

This is where positive psychology is especially helpful because it changes the question from:

“What is the right”, to, “what is going well in this community and how can we build upon it?”

Appreciative Inquiry is an intervention especially helpful in accomplishing this shift in approach.

Conclusion

With our integrative, five-phase application plan, our cohort believes that Midland County will have a strong foundation for increasing well-being and creating sustainable community change. It is also important to note that all of the interventions recommend can be applied on a smaller scale at an organizational level or scaled up and applied at the community level. Project Zero is a way to lay the framework for a community application and pursue a campaign that values community connection. By incorporating the neighborhood community members themselves with a WC approach and volunteer based program, Midland will be able to perpetuate a contagion of thriving through Project Zero. The WC neighborhood meetings and MWBC can increase their positive experience of social interactions and energy through HQCs. Psychological safety interventions serve to build upon community interconnectedness and affirm individuals in being authentic. The goal mapping exercises recommended for the MWBC will help distinguish the existing support around both collective and individual goals of those working towards the implementation of Project Zero. With the goal of having no citizen without anyone to rely on, Midland can be a leading exemplar in community well-being.

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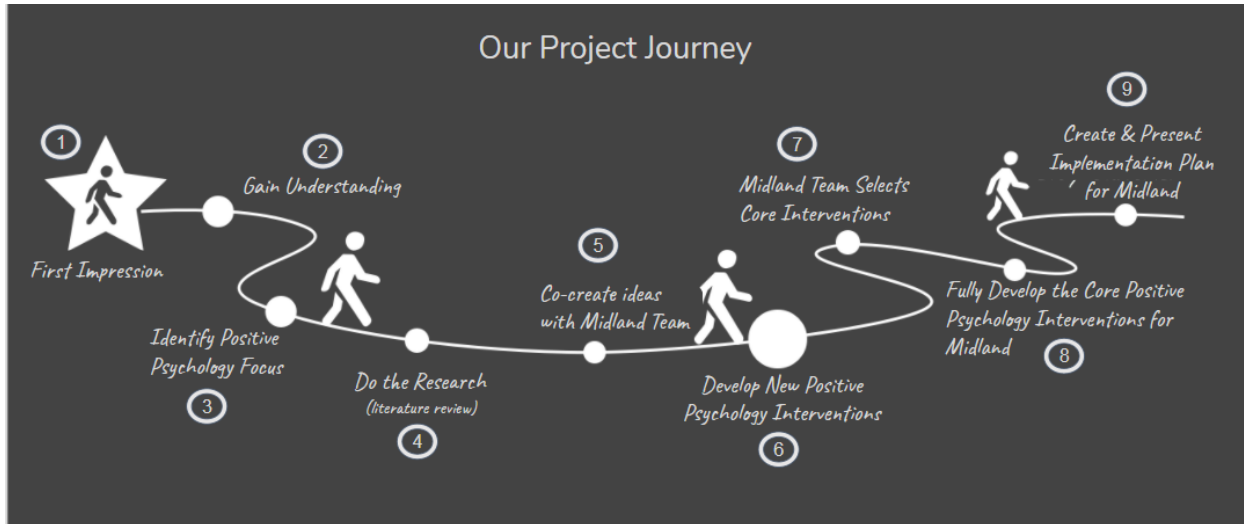
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Appendix A: Ideation Process

Steps completed to identify opportunities are mapped below.



Appendix A: Ideation Process (continued)

After we met our client and developed a basic understanding (steps 1 & 2), we used divergent thinking to ideate on the directions of positive psychology that we could take (step 3). We heard from our client that we were able to use some of the service learning output from last year, but some if it was not relevant or would not apply well to the Midland community (M. Donker, personal communication, January 26, 2018). Thus, at each call, we present the results of our ideation and request that they choose the area of focus as way to co-create with them. If they choose the area of focus and our part of the process, we believe that there will be greater buy-in and relevance to our recommendations. Ultimately, we want them to be able to implement our plan, thus, they need to be a part of the process.

After gaining greater understanding of Midland and our clients' circumstances, we identified 15 possible positive psychology themes that we could possibly evaluate in our literature review (see Appendix C). These themes could be bucketed into three possible project directions that we could take. After briefly describing each foci and the related positive psychology themes with the client, we ultimately let them to decide which area of focus. In the spirit of positive psychology, i.e., focusing on a strength rather than a deficit, they wanted us to further investigate *community collaboration* which included the following themes: "positive collaboration," "appreciative inquiry," "broaden & build," "high quality connections," and "capitalization." As they also want the CAPP program to lead to sustainable change for their community, they wanted to also know more about the "positive deviance," "sustainable change," and "culture shift" themes in the *community change* category. Thus, these eight themes became the basis of our literature review (step 4).

Once researched, these eight themes became the basis for our brainstorming sessions for our implementation plan. We ran four brainstorming sessions including one with our client (step 5). The raw ideas generated from our brainstorming sessions are included in Appendix C. Innovation, however, results from single brainstormed ideas, but from the unique combination of these ideas (Ogilvie & Liedtka, 2011). Thus, we used a process called “combinatorial play” (step 6) a term coined by Albert Einstein, which involves combining raw brainstorming ideas to generate a new concept or solution. As a result, we created 16 concepts and presented to the client for review ([concept development slide deck](#)). We then asked them (five of the six members were on the call) to individually vote on three of the favorite ideas that had the best possible change of improving community collaboration and sustained wellbeing (step 7). Of the 16 concepts, 100% of the client team chose “Project Zero,” 60% chose “World Cafe” and 40% chose “Goal Mapping.”

While the client team members expressed the difficulty of just choosing three concepts for the MAPP team to further develop and create an implementation plan, they reasoned that many of the good ideas they could pursue on their own and were grateful for the ideas. However, for the three items selected, they reasoned that they could really use the help with generating an implementation plan moving forward. Thus, the rest of the document outlines a plan for each concept.

Appendix B: Three Possible Project Directions
(15 themes in positive psychology)



Community Identity

shared community
values
sense of community
city branding
radical hospitality
abundant communities



Community Collaboration

positive collaboration
high quality
connections
appreciative inquiry
broaden and build
capitalization



Community Change

positive deviance
culture shift
sustainable change
dimensions of community
wellbeing
resilient communities

Appendix C: Raw Ideas from Brainstorming

Raw brainstorming ideas based on **four rounds of brainstorming**. The literature review topics were used as the “triggers” during the brainstorming session. Then the raw brainstorming ideas were clustered and labeled to facilitate better concept development.

High Quality Connections

- Psychological safety
- Positive resonance
- Active constructive responding

Psychological Safety and ECC

- Answer 36 questions to make you fall in love (popular nytimes article)
- Psychological safety questions (where did those come from?, Google, Stanford)
- Learn about what, how, and why questions (probing conversations without putting on the defensive.)
- Ways of noticing and calling out lack of safety
- Interpersonal mindfulness meditation (dyad or larger group, cognitive distinction)

Generating New Connections

- Acknowledging a stranger in a unique way
- Making connections between individuals (e.g., idea from Adam Grant i think. Finding two people to introduce)
- Making great connection in everyday places
- Community leaders spend half day in the “field” intentionally making high quality connections with others
- Employees being given time to do that (either in community or their business)

Rituals

- Dolphin tank format for pitch night; present well-being initiatives at open event
- Well-being auction
- Annual summit for community
- Take an existing celebration/ritual (e.g. homecoming) and add a well-being element
- What is the Midland Mascot? Can this mascot serve as an icon for a fun ritual that can be replicated for groups and organizations across Midland?
- Create an awards system for most “Well” company (or department) in Midland and ask for champions off the companies to be trained as successor to the CAPP team.
- Sharing of a positive emotion at the beginning of meetings
- Neighborhood Monthly birthday gatherings (could be the ritual to ignite the others).

Play

- Upcycled community art project with found objects
- Positive play for adults
- Play - acting out a scenario (they are not actors, but given the impromptu skits, Kim Whimmel)
- Game play - Mad Libs, board games, cognitive games
- Lego play related to a meeting topic as an icebreaker (this could be a ritual)
- Pitch night on WB concepts to community for voting

PP Identity

- Brand for CAPP group (what are these delegates called?)
- Brand ambassadors
- Shared identity of those carrying positive psychology
- Communication of vision of the Midland CAPP team

Narratives

- Partnership with local media for series of success stories
- Develop media friendly events
- Collect data on ratio of positive and negative news stories at local level
- Develop strategy for more positive news stories (media events).
- Look at current communication and collaboration platform(s)
- Stranger photos (like what Monica showed us)
- Collect Stories of founders/ancestors and put up like community art
- Tall tales of Midland
- Highlight adversity / resilience stories in the community!!!! Positive does not mean adversity free
- Get students in community college and schools in humanities or photo classes to record and take pictures for this project so the process of collecting the stories becomes an intervention in itself. Plus then cost effective. And highlight how it was recorded/collected.
- Create a community wide way for everyone to be able to identify someone like this in the community.

Positive Deviance

- Identify exemplars
- Awards banquet
- Youth scholarship for WB efforts in community
- Host well-being TED Talks
- Featured positive change makers (in everyday life)

Recruiting/Training of Ambassadors/Champions

- Recruiting ambassadors with a community directed nomination process
- Team fellowship
- Train the trainer using and Positive Ed
- Take an existing celebration/ritual (e.g. homecoming) and add a well-being element
- Awards system to recognize new trainers to become champions
- Social media – free content as a hook for further engagement
- Sign up to receive more information about Positive Psychology
- Start meetings with one good thing that happened that day

Capitalization

- Community Capitalization – celebrate Dow Materials Headquarters Decision
- SOAR analysis (instead of SWOT analysis)
- Capitalization video competition (in schools, businesses in county)
- Have capitalization competitions within the organization and then post the best / compete the county overall.
- Teaching active constructive listening - capitalization without this falls flat.
- Sharing of good news- Create a slide to go on screens in waiting rooms and break rooms
- Have a strengths community map where each neighborhood has an identity created by some strengths. Will have to have a neighborhood meeting to brainstorm strengths and that will inform the map and then highlight in marketing. Make it a walking map as well so it becomes an intervention for physical exercise. STRENGTHS MAPPING OF NEIGHBORHOODS. Make it a walking map.

Accountability & Support

- Build infrastructure for CAPP
- 2x2 CAPP team members
- Mentor program (CAPPsters connected with a MAPPster)

Spreading Initiative beyond CAPP

- Co-create with citizens – build a platform for sharing ideas
- Dow sponsor well-being officer for the county (not just the firm)
- Small groups in communities, Positive Psych “12 step group” (like Louis SOMO initiative)
- CAPP committee teach well-being – medical model
- Online workshops/trainings for free
- Sign up to become ambassador (this could be connected to TED talks and/or pitch nights)
- Appreciative inquiry
- Leverage existing community groups that would be interested in positive psychology concepts. For example-connect with neighbor group like the Midtown neighborhood meetings. Talk to them about WB with them and how they see it (co-create).

- Leverage the Community Listens (800 people) group

Micro-interventions in the Community

- Prototyping – permission to try new things (shift in mindset)
- Let employees take a surprise wellbeing day
- Public art tours
- WB Book club
- Daily acts of service (create social media campaign and newsworthy kickoff event)
- Embarrassing stories (HBR paper)
- Positive introductions
- Resilience stories
- Pair-and-share solution seeking (for problem-solving tasks)
- What went well shares
- Eye contact exercises and norms: e.g., eye contact at the beginning of meetings (e.g., meeting routine)
- Norms for checking in about how people are (rounds)

Youth, Families, & Youth Organizations

- Strengths based parenting
- Positive parenting classes
- Team with PTA to add well-being to existing events/rituals
- Train sports coaches in positive psychology
- Youth court system
- Townhall meetings focusing on concepts. (Note from Bev: parents show up is a really small group and the same people)
- Get parenting classes to those who need it most
- A strong youth campaign
- Family well-being fair
- Youth improv night based on Whose Line is It with well-being focus
- Service activities for sports teams (including elementary, middle school, high school)
- Infrastructure-Create a community wide recognition system for youth in the community who exhibit valuing WB (WB behavior, prosocial, volunteering) and give them an internship opportunity with the CAPP committee.
- Highlight families/children who have faced challenges and how they overcome it.
- Photo competition amongst (within neighborhood) youth on what is going well in their family, homes, or schools. Catching something positive.
- Sharing of good news- create a place on Midland website for all stakeholders to highlight WB champions-personalized stories of change with pictures. Create posters. Hang in schools.
- Changing something from a chore to a pos experience ATC model

Structure

- Get everyone in the community on equal footing. Many of the initiatives are authoritarian how do we eliminate this? And level the playing field, e.g., zero based budgeting
- Community events-local governance, school, church groups (Youth-activity, volunteerism?)

Technology

- Midland Wellness app
- Make it easy – use social media or create an app for citizen empowerment

Systems of measurement

- Make the survey results a public display (pictograph) in town where people can see how Midland is doing well, but where they can make progress. Maybe it has a moving scale so as surveys are distributed periodically, progress can be shown.

Belonging

- No Family Left behind (project 0 - Miles's idea)
- Journey mapping as part of welcome for new residents (monthly)
- Intentional multi-generational interaction opportunities (e.g., [Frieda](#) in Philly)
- Psychological safety
- Neighborhood dinners where we highlight what is going well in our neighborhood.
- Shoutouts in our neighborhood for those who have served or just noticing someone using their strengths. What are their strengths.

Collaboration with the 30 CAPP wellbeing members

- Continued community meetings after CAPP (weekly zoom calls?, monthly meetings?)
- How do we remain a viable CAPP group?
- Create our own zoom meeting or get together (a drop-in time)
- Goal mapping to determine overlap between individual and collective goals (see “positive collaboration” section in lit review)
- Teaching CAPP committee ATC model
- Use CAPP members to do strength finding and how to share strengths with each community.

Campaigns

- Campaign for HQC.
- Branded swag with some significance (hat, shirt, bag, etc.) - enables people to talk to each other (book: How to Talk to Strangers, “It is okay to talk to me.”)

- Community Conversation starters (random question posted on social media each day that people answer with each other in person!)
- Campaign for high-quality connections: educate people on the benefits of HQC, focus on health and productivity
- Ways to enact it big and small (new norms in the community)
- Project 0: no one with no one they can turn to (modal 0), “zero people with zero people”
- Beyond friendliness... real holding capacity
- Better questions campaign! (37 questions, similar to psychological safety) - beyond superficiality

Micro-interventions

- Embarrassing stories (HBR paper)
 - Positive introductions
 - Resilience stories
 - Pair-and-share solution seeking (for problem-solving tasks)
 - What went well shares
 - Eye contact exercises and norms: e.g., eye contact at the beginning of meetings (e.g., meeting routine)
- Norms for checking in about how people are (rounds)

Other

- Look at case studies of well-being in other communities
- Add modernized methods for communication collaboration in schools with well-being/community focus
- Incorporating in mental health services and healthcare - what if docs / nurses also reported out what the person is doing well or how their health is positive

Appendix D: Concept Development Client Voting Outcome

Psychological safety has traditionally been measured in teams. The scale statements include the following seven-items (Edmonson, 1999):

1. If you make a mistake on this team, it is often held against you.
2. Members of this team are able to bring up problems and tough issues.
3. People on this team sometimes reject others for being different.
4. It is safe to take a risk on this team.
5. It is difficult to ask other members of this team for help.
6. No one on this team would deliberately act in a way that undermines my efforts.
7. Working with members of this team, my unique skills and talents are valued and utilized.

To measure the psychological safety for a neighborhood or community, these statements would need be revised and tested.

Appendix E: Psychological Safety Exercise (1 pager - front and back)
([high resolution printable instructions here](#))

Psychological Safety Exercise

Facilitating greater connection between individuals and teams.

What? Psychological safety is one's perception of the risk associated with sharing interpersonal information about oneself (Duhigg, 2016).

Why? It creates greater trust and connection between the individuals participating. It is a particularly good way of identifying people in the community who do not feel that they belong. As belonging is critical to wellbeing, this permits expression of vulnerability in a non-intimidating manner. Ironically, once someone expresses not belonging, he or she typically feels a greater sense of belonging.

Step 1 - Request: Ask individuals if they would like to engage in a fun group exercise. How you position the exercise will be dependent on the people involved. For example, it may not be effective to promote this exercise as a "bonding" session with a group of chemist at Dow Materials; however, it may be effective to promote it as "offering greater team cohesion."

Step 2 - Instructions: Each person in a "Round" will answer the questions in the Psychological Safety Card Deck (example: [pre-made deck](#)). In a "Round," each person take turns sharing without discussion from others. It is called a "Round" because usually people take turns in order around a circle (if there are more than 2 people; otherwise, they just take turns).

There is no discussion, and each person should only take 30-60 seconds to share. A long drawn out story is not effective, as it reduces engagement.

Needed Materials:

Psychological Safety Question Card Deck

You may create your own progressively vulnerable questions or print off [pre-made deck](#)

source: Teaching Learning Studio, d.School at Stanford

Time Allocated:

30 - 90 minutes
depending on the
number of people.



Appendix E: Psychological Safety Exercise (continued)
([high resolution printable instructions here](#))

Step 3 - Begin Sharing: With Psychological Safety Question Deck, the organizer or conversation initiator reads out the first question. If you are using this pre-made deck, the first fill-in-the blank question is “If I could only eat one food for a year” Then in a round, each person shares. Notice that the first question is light, fun, and not intimidating. The questions will gradually become more vulnerable and each person will navigate his or her own style and degree of self-disclosure in responding.

Step 4 - Continue Sharing: After the first question has been answered by everyone, the question stack is passed to the next person to read and begin sharing. Again everyone shares responses to the question. This process is continued with the subsequent questions. It's alright if you run out of time. Set a goal of trying to at least share on the first four questions. If you have subsequent interactions with this same group, you may continue the exercise at future meetings.

Step 5 - Debrief (optional): Depending on the context, you may choose to debrief your conversation. This is particularly the case if you are training someone how to do this exercise or you would like to continue the conversation on future occasions.

TIP: You can ritualize this experience. For example, meeting check-ins or dinner table conversation can begin with a psychological safety question. Over time, you will get to know each other better (even those in your own family!) and will increase in trust as you share more vulnerable aspects of yourselves.

Context: Google uses this exercise in a team context. In their study of thousands of teams, the diagram to the right was what produced team effectiveness starting in order of importance. While highly impactful within work relationships, one can imagine that it could be very helpful for classrooms, sports teams families, and neighborhoods.



source:
<https://rework.withgoogle.com>

Reference:

Duhigg, C. (2016). What Google learned from its quest to build the perfect team. The New York Times Magazine

Appendix F: Goal Mapping Exercise (1 pager - printed both sides)
([higher resolution original can be found here](#))

Midland Goal Mapping Exercise

Facilitating healthy collaborations between individuals and organizations.

What? Goal mapping is a process of identifying all of the members goals for their organization and the collaboration itself.

Why? Collaboration allows people to leverage resources to achieve a collective goal; however, each member may have goals that compete with the overarching objective of the collaboration. By explicitly mapping out goals of each member, the group can clearly identify shared and conflicting goals of the collaboration.

Steps: This mapping exercise is a visual three-step process followed by a group discussion on shared versus competing goals (adapted from Bryson, Ackermann, & Eden, 2016 and Vagen, 2017).

Needed Materials:

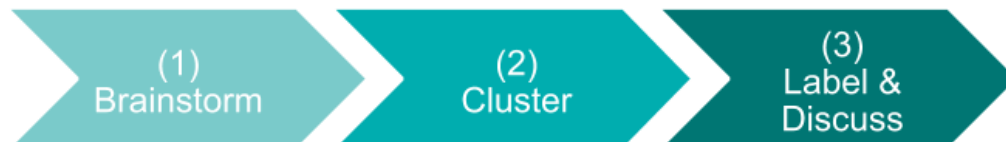
A pad of sticky notes for each participant

A Sharpie marker or felt-tip pen for each participant.

A whiteboard with dry erase marker or trifold board.

Time Allocated:

1 - 3 hours depending on the group size.



Step 1: In silence, each person in the group writes goals for being in the group and their own organizational goals. While each person may have a number of goals, only write one goal per sticky note. Make sure that handwriting can be clearly read and understood by others.

Note: this step should be done individually and not brainstormed collectively as a group.

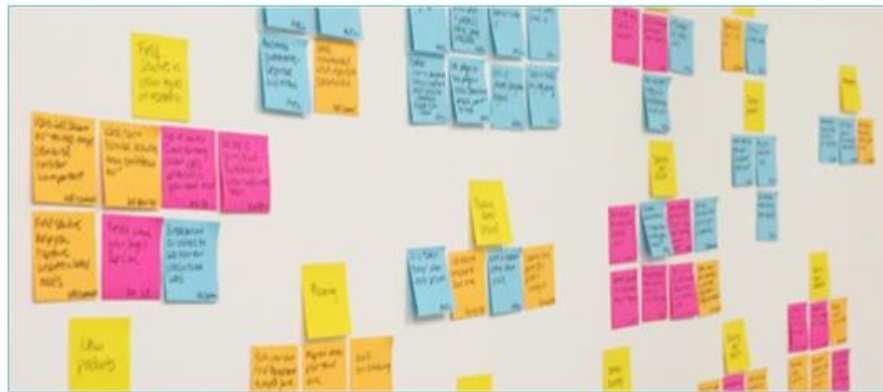


Appendix F: Goal Mapping Exercise (continued)

([higher resolution original can be found here](#))

Step 2: On a whiteboard (or foam board), begin clustering sticky notes. Ask for a volunteer to begin the sharing process. Each person reads his or her own goals aloud. If other members of the group have similar goals, they can place their notes close to the relevant note on the board.

Each person takes turns reading out loud their goals and posting on the board.



Step 3: As a group, label each cluster of goals. If there are sticky notes that are not in a group, there is no need to label. If there are clusters that are related to each other, you may draw a line between the clusters indicating the relationship.

Group Discussion Questions: Once your visual goal map is created, discuss as a group the following questions:

1. Where is there the greatest mass of goals? Would we say that this is our group's collective goal? If so, how might we clearly and succinctly state the group's goal?
2. Are there other shared goals? Do we want to focus on these as a group as well?
3. Are there any goals clusters or individual goals that conflict with the identified collective goal? If so, how would we like to address this?
4. If there are individual goals that are not being met by the collaboration, is there a way to support that individual?

References:

- Bryson, J. M., Ackermann, F., & Eden, C. (2016). Discovering collaborative advantage: the contributions of goal categories and visual strategy mapping. *Public Administration Review*, 76(6), 912-925.
- Vangen, S. (2017). Developing practice-oriented theory on collaboration: A paradox lens. *Public Administration Review*, 77(2), 263-272.

Appendix G: Setting and Principles for a World Cafe Intervention

The World Cafe (WC) setting should evoke the feeling of friends gathered for stimulating, open discussion at a café table. The same idea has been successfully implemented in an online platform, the Virtual Café, where the forum creates rotating “table” discussions that evolve over a set period for remote community engagement (Gyllenpalm, 2000).

Set the context

The context within which conversation occurs is a set of permeable boundaries oriented toward a goal of mutually agreed upon importance. The goal may shift, or various related or underlying goals may emerge, throughout the conversation. Discussion facilitators should view the context as the frame for the conversation, and multiple frames can be recognized as the conversation progresses.

Create hospitable space

Participants are seated in small groups, ideally four to six participants per table. The term “café” is conceptualized as a home away from home that offers comfort and engagement (Oldenburg, 1999). The physical space itself should create a feeling of hominess, as it would be interpreted in the cultural context of the participants. This often means avoiding overly tidy, sterile spaces; symbolic items such as flowers and visual imagery can support a feeling of organic growth. The space should facilitate flowing movement of ideas as well as movement of people and conversation.

Explore questions that matter

The WC method is rooted in appreciative inquiry, which asserts that we live in the worlds that our questions create (Cooperrider, Barrett, & Strivastava, 1995); therefore, special attention is placed on the creation of questions that open space for ideation and discussion rather than

constrain it. Questions should focus attention on issues that matter to the participants and should be broad enough to foster meaning-making and co-creation as conversation develops (Steier et al., 2015).

Encourage contribution from everyone

The concept of citizen power (Arnstein, 1969)—or the idea of ongoing appropriate degrees of contribution among all—is essential to the Café method. Because individuals think and communicate in different ways, the set-up should offer opportunities for doodling, model-building, and other visual or interactive means of communicating (Steier et al., 2015).

Connect diverse perspectives

The primary goal of a WC discussion is to bring together as many viewpoints and knowledge bases as possible and connect them. This process is the driver for creativity and generative thinking. With this goal in mind, WC conversations are typically conducted in rounds, with participants moving to new tables and new groups through each successive round. Participants then carry forth their own insights along with the newly added perspectives from the collaborators with whom they have spoken through the course of discussion.

Listen together for patterns and insights

The group is tasked at the beginning of the process and throughout its evolution with identifying connecting patterns, which may include recurring words, phrases, or themes. This process may aid in identifying both useful and detrimental underlying beliefs within the unit.

Share collective discoveries

The WC typically concludes with a “harvest,” wherein ideas are documented and made actionable. Specific steps and owners or owner groups take on purpose or commitment to move

from ideas to reality; they also help sustain life of these new ideas by sharing forward to other members of the community.

Appendix H: Local Cafe Exercise
([high resolution can be found printed from here](#))

Midland “Local Cafe” Exercise

Discovering positive unique experiences with others to fuel positive change

What? This is a smaller version of a community-wide “World Cafe.” It is a method of learning about others’ high-point experiences with the goal of expanding these experiences within one’s life and community.

Why? Sharing these positive moments in one’s life leads to greater internal and communal resources (i.e., broaden & build (Fredrickson, 2001)).

Preparation: Whomever is facilitating the group, needs to identify or create positive high-point questions related to the context. An example can be found [here](#). Additional questions can be found in the [Encyclopedia of Positive Questions](#) (Whitney, Cooperrider, Trosten-Bloom, & Kaplin 2002); however, these examples are business focused, thus you may edit (or create new ones) specific to your family or neighborhood.



Materials:

Handout with Positive Questions (created by the facilitator)

A writing utensil for each person in the group

For groups greater than two people:

Flipchart (or whiteboard)

Voting stickers

Time Allocated:

1 - 3 hours depending on group size.

All of the steps do not need to be completed in one sitting.

Step 1: The facilitator provides each participant a handout containing Positive Questions and ask participants to complete the handout in silence (10 minutes).

Appendix H: Local Cafe Exercise (continued)

([high resolution can be printed from here](#))

Step 1 Note: If it is a group size of 2 people, this initial writing step can be skipped.

Step 2: Pair up with an individual in the group about whom you know the least. Have a conversation around the answers to the Positive Questions. Elicit positive stories in this conversation and use active constructive responding to probe further (Gable., Gonzaga., & Strachman, 2006). Allow 30 minutes for this activity.

Step 3: Note three things from your interview with the other person:

- the best quote from the conversation
- a powerful story
- an idea to positively impact one's own life and others

Allow about 10 minutes for note taking.

Group Size:

2 - 8 people can do this exercise together.

It is ideal if there is an even number of people in the group.

For groups of two, step 1 can be skipped and the pair can simply interview each other.

Group Discussion (for groups greater than two people)

1. Briefly introduce your partner to the entire group, and identify the key points from your conversation
2. After each introduction, identify the key themes and strengths that arose from this story. The facilitator can jot these down on a flip chart.
3. Using voting stickers, everyone votes on the themes that most resonate. The number of votes corresponds to the number of themes identified divided by the number of participants.
4. For the top-voted theme, brainstorm as a group, how you could create more of this quality in your community of interest (e.g., family, neighborhood, work, etc.).

Allow about 40 minutes for group discussion and brainstorming.

References:

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56, 218–226.

Gable, S. L., Gonzaga, G. C., & Strachman, A. (2006). Will you be there for me when things go right? Supportive responses to positive event disclosures. *Journal of personality and social psychology*, 91(5), 904.

Whitney, D., Cooperrider, D. L., Trosten-Bloom, A., & Kaplin, B. S. (2002). *Encyclopedia of positive questions, Volume 1: Using appreciative inquiry to bring out the best in your organization*. Lincoln, NE: Lakeshore Communications.

Appendix I: Local Cafe Question Example

Belonging

Humans have a fundamental need to feel that they belong. This need is rooted so deeply in human beings, that feeling like an outsider can be physically painful given what we know from neuroscience (Williams et al., 2005). On the other hand, having a sense of social support and belonging is linked to better physical health, happiness, and community engagement (Dutton, Dukerich, & Harquail, 1994).

1. When is a time that you felt like you belonged? Tell a story about this. What did it feel like? What things did people say or do to help you know you were included and cared for? How did you respond?
2. Think of a time that you included a person who seemed lonely or on the outside. How did you do it? How did he or she respond? How did you feel afterward?
3. Imagine that a year from now, every single person in Midland reports believing they have at least two people to call upon in a time of need. What types of things would have happened in the community to help create this atmosphere of support?

Appendix J: World Cafe Host Resources

World Cafe hosting resources are available [online](#). Included here are addresses for some of the most useful materials.

Cafe to Go Summary Guide: <http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>

Briefly explains the Cafe principles and includes basic guidelines for implementation.

Hosting Checklist: http://www.theworldcafe.com/wp-content/uploads/2015/07/Tool_Kit_CheckList.pdf

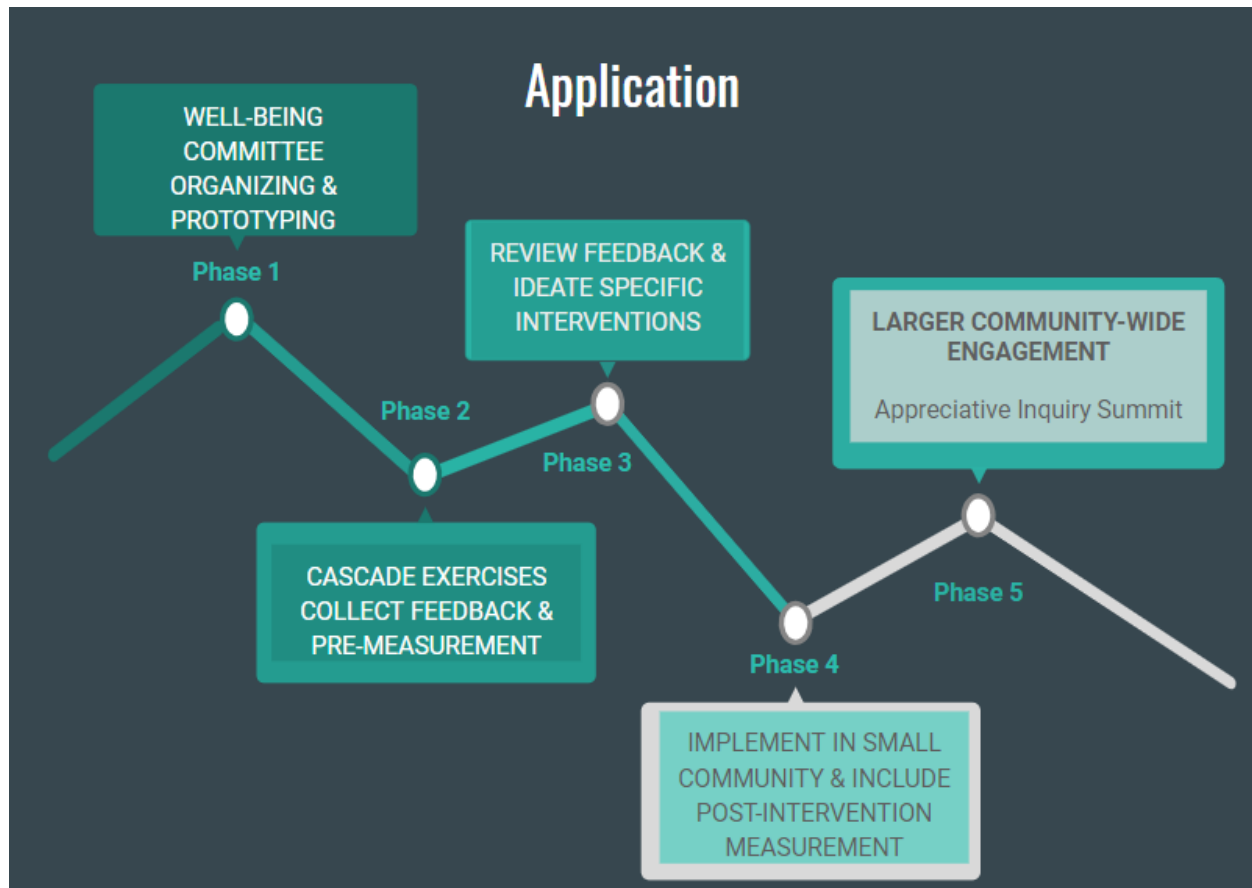
List of needs a

nd items for setting up the physical meeting space compiled by a Word Cafe facilitator.

Image bank: <http://www.theworldcafe.com/tools-store/hosting-tool-kit/image-bank/>

Includes World Cafe principle stamps, table cards and menus with etiquette guidelines, etiquette posters.

Appendix K: Five-Phase Approach
([a larger view can be found here](#))



Appendix L: Measurement Survey Questions
(source: Goodman, Wrigley, Silversides, & Venus-Balgobin, 2015, [link](#))



The Campaign to End Loneliness Measurement Tool

Scale 1

This tool contains the following statements:

1. I am content with my friendships and relationships
2. I have enough people I feel comfortable asking for help at any time
3. My relationships are as satisfying as I would want them to be

To each of these statements, ask your respondents to give one of the following answers:

Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree / Don't Know

In order to avoid a 'response set' – where people give the same answer to a question almost by rote, it is important to alternate the direction of answers. E.g. for questions 1 and 3 you start with the 'Strongly Disagree' end of the scale and for question 2 you start with 'Strongly Agree'.

Asking all three of these questions together produces the most reliable information on people's experience of loneliness. You can see a copy of the questions in full scale form in Appendix A.

Using this scale: how to score and interpret your results

In order to score somebody's answers, their responses should be coded as follows:

Response	Score
Strongly disagree	4
Disagree	3
Neutral	2
Agree	1
Strongly agree	0

The scores for each individual question need to be added together. This gives a possible range of scores from 0 to 12, which can be read as follows:



Appendix L: Measurement Survey Questions (continued)

(source: Goodman, Wrigley, Silversides, & Venus-Balgobin, 2015, [link](#))

So someone with a score of 0 or 3 can be said to be unlikely to be experiencing any sense of loneliness, whereas anyone with a score of 10 or 12 is likely to be experiencing the most intense degree of loneliness. Scores in-between these two extremes are on a spectrum of feelings of loneliness; however it is not possible to say that each point on the scale represents an equal increase or decrease in the degree of loneliness someone might be feeling.

The main purpose of this tool is to measure the change that happens as a result of an intervention to address loneliness. The key thing to focus on is how people's scores change over time. If someone scores "9" at one point, and then "7" three months later (after having been matched with a befriender, for example) it is reasonable to assume that their experience of loneliness has decreased. You should not say "this person's loneliness has decreased by 22%" because it is not possible to say by how much it has decreased – just that it has improved.

SUMMARY

The Campaign to End Loneliness Measurement Tool

Length: 3 Questions

Language: Positive wording

Initially developed for: Service providers

Does it mention loneliness? No

This scale is for you if: you want a short and sensitively-worded tool that is easy to use.

STRENGTHS

- **Positive language about a tricky issue:** The particular strength of this tool is that it is written in language which is non-intrusive and unlikely to cause any embarrassment or distress.
- **Practical:** It is therefore a very practical resource for organisations in the field to use in their face-to-face work with older people.
- **Co-designed:** It has been designed with a number of different people and organisations, to try and ensure it is appropriate for a ranges of contexts.
- **Length:** It has been kept as short as possible and is easy to score.
- **Validity:** The tool has undergone academic tests to ensure it is valid and reliable.

LIMITATIONS

- **Newness:** This tool has not yet been used extensively by services, so we do not yet know how it picks up changes over time – although the Campaign to End Loneliness will be working with services in 2015 and 2016 to monitor how it performs, and it worked well in an initial pilot.
- **Only using positive language:** The use of only positive worded questions could also lead to respondents under-reporting their loneliness, although we cannot test for this.
- **Not a screening tool:** Finally, we strongly advise organisations not to use these questions as a "screening tool" to establish eligibility to their services. It has not been designed for this purpose and may therefore give misleading results.

Appendix L: Measurement Survey Questions (continued)

(source: Goodman, Wrigley, Silversides, & Venus-Balgobin, 2015, [link](#))

Note: this does mean that an answer of ‘more or less’ is given the same score as ‘yes’ or ‘no’, depending on the question. This produces an emotional loneliness score, ranging from 0 (not emotionally lonely) to 3 (intensely emotionally lonely) and a social loneliness score, also ranging from 0 (not socially lonely) to 3 (intensely socially lonely). The scores for each individual question can be added together although you should also look at the individual scores for emotional and social loneliness. This gives a possible range of scores from 0 to 6, which can be read as follows:



You can use the complete scale, or the 3 question emotional or social loneliness subscales separately.

SUMMARY

De Jong Gierveld Loneliness Scale

Scale
2

Length: 6 Questions

Language: Mixes positive and negative wording

Initially developed for: Researchers

Does it mention loneliness? No

This scale is for you if: you want an academically rigorous tool that distinguishes between different causes of loneliness.

STRENGTHS

- **Different types of loneliness:** The focus on both emotional and social loneliness produces results that can give insight into why someone might be experiencing loneliness. For example, are they lonely because they'd like larger social networks, or is it because of the loss of a key relationship?
- **Designed for older people:** The Gierveld scale was designed for use with older people, and also tested with large samples of people aged 18+.
- **Extensively used and tested:** This scale is widely used across Europe, and very well-tested and evaluated for use in a number of languages and countries.
- **Avoids automatic answers:** The mix of positive and negative can help avoid a 'response set' – where someone falls into giving automatic answers rather than considering what they are asked.

LIMITATIONS

- **Length:** a significant limitation – for service providers at least – is its length, which can make it difficult to insert into existing monitoring and evaluation. This could be because it was initially designed for use by researchers and larger population surveys.
- **Tricky questions on a tricky subject:** Some staff or volunteers may also find it difficult to ask negatively-worded questions, and may require some support and training to ask these sensitively.